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UNITED NATIONS
ECONOMIC COMMISSION FOR AFRICA

Public Administration, Human Resources
and Social Development Division

REPORT OF THE REGIONAL CONFERENCE ON NON-FORMAL EDUCATION AND LITERACY PROGRAMMES AND ADULT EDUCATION IN AFRICA

MAHATMA GANDHI INSTITUTE, MOKA, MAURITIUS
5-10 November 1990

Organized by the African Association for Literacy and Adult Education (AALAE) in collaboration with the United Nations Economic Commission for Africa (ECA)

December 1990

I. ORGANIZATION, DATE AND VENUE

The Second Regional Conference (known as the General Assembly) on Non-formal Education, Literacy and Adult Education was held at the Mahatma Gandhi Institute, Moka, Mauritius from 5-10 November 1990 under the theme of "Strengthening Local-Level Action! Consolidating Local-Level Activities." The Conference was organized by the African Association for Literacy and Adult Education (AALAE) in collaboration with the United Nations Economic Commission for Africa (ECA). This follows first Regional Conference on Non-formal Education held in Harare, Zimbabwe in 1987.

II. PARTICIPATION

The Conference was attended by two hundred (200) delegates from thirty two African countries and twelve international organizations, agencies, associations and United Nations agencies. Countries which participated in the conference were: Angola, Botswana, Burundi, Cameroon, Comoros, Cote d'Ivoire, Egypt, Ethiopia, Ghana, Gambia, Kenya, Lesotho, Madagascar, Mali, Mauritius, Swaziland, Somalia, Senegal, Sierra Leone, South Africa, Guinea Conakry, Namibia, Nigeria, Mozambique, Rwanda, Reunion, Tanzania, Togo, Uganda, Zaire, Zambia, and Zimbabwe.

The following are the international organizations, agencies and associations which attended the meeting; the Economic Commission for Africa; the African Association for Literacy and Adult Education; the Organization of African Unity; the International Council for Adult Education in Canada and Chile; Partnership Africa of Canada; International Community Education Association, Kenya; the Intermedia National Council of Churches of USA; the Adult Education Associations of Germany, Switzerland, and the Netherlands; and UNICEF.

III. OBJECTIVES OF THE CONFERENCE

The Conference was held within the context of the International Literacy Year and significant development in global education initiatives such as the Education for All Conference in Jomtien, Thailand, in March 1990 and considering the deteriorating social and economic conditions in Africa and recent political changes in the Eastern and Western blocs.

Within this context the Conference objectives were as follows:

(a) (i) Bring together all those engaged in literacy and adult education to share experiences, reflect on the past and plan for the future;

(ii) Develop a theoretical and philosophical consensus to guide work in literacy, adult education, and non-formal education;

(iii) Develop strategies and a framework for the consolidation and deepening of the adult education programmes.

(iv) Develop and define programme priorities for the Second Three-Year Programme (1990-92), and produce guidelines for its implementation;

(v) Provide a forum and opportunity for the sharing of specific expertise and experience through workshops organized by member organizations and associations;

(vi) Review the Association's structure and organizational framework, with a view to determine the most suitable arrangements for a dynamic, growing organization;

(b) Expected Output

(i) A theoretical and philosophical consensus to guide programmes in literacy and adult education;

(ii) Strategies and a framework for the consolidation and deepening of the adult education programmes;

(iii) A Second Three-Year Programme with clear priorities and implementation guidelines;

(iv) Shared experiences, expertise and a deeper understanding among delegates of each other's work and concerns;

(v) Commitment and solidarity in planning, developing and implementing non-formal education and literacy programmes.

IV. ORGANIZATION OF WORK

The Regional Conference i.e., General Assembly was conducted through plenary sessions at which a keynote address, special lectures and case studies were presented followed by general discussion in plenary and group work. Reports of group discussions were presented in subsequent plenaries for further discussion and action. There was an exhibition which ran throughout the duration of the Conference.

One day, 8th November known as UPENDO DAY was devoted to the observance of our African Cultural Heritage. The afternoon of 7th November was devoted to case-study field visits of Mauritian NGO's.

V. ASSEMBLY BRIEFING

These consisted of detailed announcements by the Secretary-General concerning participation, presentation of participants and collaborating institutions, general organization and plans related to the UPENDO DAY programme. The Secretary-General also drew the participants' attention to the Cultural Show held on the 4th November and another on 9th November and changes in the programme for the official opening ceremony by the Right Honourable, the Prime Minister of Mauritius, Sir Anerood Jugnauth.

VI. PRE-OPENING SESSION

(a) During this session, a welcome address was delivered by the Minister of Labour, Women's Rights and Family Welfare in Mauritius who is pro tem Minister of Education, Arts and Culture, Honourable Sheila Bappoo. In her address, Mrs. Bappoo welcomed delegates to Mauritius and gave a background of the education system in the country emphasizing that education was free at all levels in Mauritius but inspite of this there were still plans to reduce illiteracy among the population, especially during the past five years. To this end, the Government had launched a literacy campaign which will be stepped up when the results of the national survey on out-of-school education are out, and could be used to produce a National Programme for Functional Literacy. At present there was an on-going functional Literacy Project for Women. She concluded that the Government of Mauritius looked forward to the conclusions and recommendations of the General Assembly.

(b) Charles Kanemano, AALE Vice-Chairman for Francophone Central and the Indian Ocean Islands also gave a welcome address on behalf of the sub-region in which Mauritius is located. In his address he welcomed delegates to the sub-region and said that he was particularly pleased that the General-Assembly was being held in a country within the subregion. He wished participants a happy stay in Mauritius.

(c) Dr. Anthony Set'sabi, Chairman, AALAE, welcomed delegates on behalf of AALAE, and expressed profuse thanks to the Government and people of Mauritius, the Ministry of Education, Arts and Culture, and Mayor of Quatre Brones and the Local Organizing Committee.

He outlined the activities of AALAE in the field of literacy and adult education and expressed the hope that regional associations and others would continue to support the work of AALAE and further strengthen the existing collaboration.

(d) Keynote Address: "Women in Development in Africa: Challenges for the 1990s"

In her address Madam Marie-Angelique Savane of Senegal, stated that since women constitute more than 50% of the African population they are bound to play a pivotal role in the solution of the three major problems which will face African in the 1990s namely: the population explosion, structural adjustment and environmental degradation.

In discussing the problem of population explosion she drew attention to the extraordinary growth rate of Africa's population. Should the present trend continue, Africa's population will double reading the 1 billion mark from the current 500 million in the coming twenty years. This population growth rate outstrippes agricultural growth at 1.5% coupled with declining industrial production. She suggested the need to contain the population explosion so that the continent could attain reasonable growth rates by the year 2010.

In this regard, she appealed to African nations to adopt sound population and family planning policies which would rebound to the benefit of African women. She argued that since sensitivity to the gender issue is greatly influenced by traditional religious, moral, cultural and legal considerations, these barriers which impede women's development could be removed through positive change in attitudes by means of educational reforms, school curriculum and mass media. Furthermore, while African cultures encouraged a high fecundity it was evident that this made women vulnerable in the family, produced illiteracy and ignorance and reduced their legal and social standing.

It was therefore incumbent on Governments to valorize womens' contribution to the economic development of their countries, develop women's educaion and training especially in functional literacy geared towards conscientization and improve their health conditions by providing sufficient Primary Health Care and Family Planning Services.

On the Structural Adjustment challenge Madam Savane pointed out that the crisis for African economic survival and the ensuring attempts by Governments to curb it through reduction of subsidies on social services, food and health affected women most severely as housewives and mothers. Their crucial role in agriculture has remained unrecognised and technical extension programmes as well as the development of export production hardly affected them.

However, through their capacity for survival, women faced the challenge through formation of economic groups and through undertaking income-generating activities in the informal sector.

She then went on to outline strategies and principles for women's position in the course of the SAP Programme

(1) greater support for women in all their social and economic roles;

(2) a real integration of women in the decision and policy-making levels in the country; and

(3) a supportive international climate which might promote growth and development through reduction or cancellation of the debt burden.

On the challenge of the environment she spelt out the various ramifications of the threat posed to women by the fragile ecosystem and catalogued the strategies women have used to check the degradation because with the consequent migration of the menfolk it is they (the women) who remain the guardians of the soil.

In the final analysis, she expressed the hope that though the foregoing problems seem insurmountable the introduction of a feminist perspective in development plans, a substantial information and concientization process seeking to liberate women from the shackles of tradition and legal prohibitions followed by a reform of the socio-political system would lead to an age when the challenges of the 1990s would become instead the means to regain hope and give to Africa a respectable position within the society of nations.

The subsequent plenary and group discussions focused attention on the status of women in different African countries and how AALAE could take up the aforementioned challenges. A convergence of views was found in the need for education for men and women at all levels and the restructuring of traditional, religious and legal systems which impose barriers to gender parity.

VIII. OPENING OF THE CONFERENCE

The official Opening Ceremony was performed by the Right Honourable Prime Minister of Mauritius, Sir Anerood Jugnauth.

In his address, the Prime Minister expressed appreciation at the choice of Mauritius as the venue for the Assembly in a year which has seen vigorous efforts to eradicate illiteracy which according to statistics from a United Nations publication issues in March 1990 affects 962 million people or a quarter of the world's adult population.

He further outlined the efforts made by his Government and other bodies to reduce the illiteracy rate in Mauritius including the operation of a dozen Literacy Centres, training workshops for literacy tutors, publications and exhibitions and plans for a post-literacy programme.

Referring to the facilities available at the various levels of the free but non-compulsory formal education system in the host country, the Prime Minister asserted that the main objective was to produce a literate society by striking at illiteracy at its very roots, an objective which will be pursued in the Master Plan for Education being worked out.

He paid tribute to the contribution of the early generation of Mauritians who, by dint of perseverance, initiated moves towards a literate society through various institutions which reflect the country's multi-ethnic, multi-religious and multi-cultural diversity.

In conclusion, the Prime Minister viewed the Assembly as a fortunate event in the global . campaign against illiteracy and wished the meeting every success.

Earlier on in the Opening Ceremony speeches were delivered by Dr. Vio Grossi, President of the International Council for Adult Education, Dr. Anthony Set'sabi, Chairman of AALAE and the Honourable Mrs. Bappoo, Acting Minister of Education, Arts and Culture and substantive Minister of Labour, Women's Rights and Family Welfare.

Dr. Vio Grossi, in his message of solidarity congratulated AALAE on its achievements such as the grassroots - oriented Needs Assessment Surveys and the Associations Africanisation and Democratization process. He advised Third World adult educators to aim for a better world characterized by political democracy and social justice and concluded by suggesting four messages which would benefit adult education activities, including the avoidance of a society which promotes uniformity and the adoption of a process which strengthens rather than weaken civil society.

For his part, Dr. Set'sabi expressed profuse thanks to the Prime Minister, Government and people of the host country for the gratuitous human and material assistance provided and assured the Prime Minister of AALAE's commitment to promoting meaningful development through productive dialogue and joint action between Government agencies in Africa an adult education organizations.

In her speech the Acting Minister of Education, Arts and Culture reiterated the menace to civilization posed by the alarming global illiteracy rate and outlined the anti-illiteracy endeavours undertaken by her own Ministry and the Ministry of Education, Arts and Culture and the possibilities for literacy promotion inherent in a free education system.

She ended on a note of hope that the Assembly deliberations would provide fertile ideas for a successful struggle against a common enemy.

VIII. HIGHLIGHTS OF THE CONFERENCE

There were two presentations in plenary. The first, which dealt with Literacy and Development in Mauritius was presented by Mr. Rensing, which the second, a special lecture by Dr. Francisco Vio Grossi, entitled Literacy, Reading the Word, Reading the World.

Mr. Rensing pointed out that although the Ministry of Education, Arts and Culture is primarily responsible for the technical aspects of the literacy programmes, other government Ministries and NGO's were also involved in the implementation of literacy activities. He explained the operations of the formal education system including duration of courses in primary, secondary and university levels and stated that the non-compulsory nature of free formal education left much room for students to opt out at any level.

The school curriculum, he stated, was a result of collaborative efforts and the proposed Master Plan for Education received inputs from all sectors of the population to take into account the country's multi-faceted linguistic, racial and cultural character.

He regarded the colonial past of Mauritius as a prime factor in the persistence of illiteracy in the country and the main instrument through which French and English cultural traits pervaded the local society, to the detriment of Mauritian traditions and culture.

In conclusion he said that for Mauritius to provide education for all, it had to remove the various barriers which force pupils out of the system such as end-of-cycle exams in primary and junior secondary school.

In his presentation, Dr. Vio Grossi focussed on the contradiction which face Latin American literacy education in the domains of theory and practice.

After comparing the politico-economic situations in Latin America and Africa, he stated that the former was in the process of establishing popular education which would be democratic in content and methodology. The process, he said, not only provided knowledge but also means of transformation, of creating links between peoples' everyday life and the realities of the world around them.

Turning to the contradictions proper, he mentioned the mismatch between the instructors' wish to use the mother tongue and the learners' preference for a medium which opened access to world culture. The second contradiction centred on methodology and techniques to the effect that in using participatory methods, adult educators empower themselves and not the learners. The third contradiction related to adult education structure; where literacy programmes are centralized as in Chile, there is reduced communication between co-ordinator and learner and thus the quest for decentralization is discouraged.

The post-lecture discussion covered the language issue and it was thought useful to recognize the value of both the mother tongue and the official language. In addition, the role of the churches in literacy work was raised and the contribution of the progressive religious bodies was mentioned.

Following the two presentation, four workshops were organized based on literacy experiences in Madagascar, Namibia, Egypt and Zaire under the following themes:

(i) The Role of Literacy in National Liberation: The Experience of SWAPO;

(ii) Literacy as an Instrument for Empowerment - Experiences in Eastern Zaire;

(iii) Literacy as an Instrument for Empowerment - Experiences of Egypt; and

(iv) Literacy in the face of Structural Adjustment; The Experience of Madagascar.

At the end of their deliberations, the four workshops came up with recommendations and suggestions which were presented to plenary sessions and subsequently incorporated in the Declaration of this report.

IX. AFRICAN NON-GOVERNMENTAL ORGANIZATIONS: CHALLENGES, OPPORTUNITIES AND VISIONS FOR THE NEXT DECADE AND BEYOND

In presenting this paper, Prof. Edward pointed out that the failure of African Governments and the deteriorating socio-economic conditions in Africa had given rise to a revitalized role of NGO's in Africa. He warned, however, that putting too much faith in NGO's was bound to raise another era of illusions which was uncalled for. It was therefore important to clearly define and understand NGO's and what they do in Africa.

Prof. Edward argued that NGO's were involved in development work in providing relief for refugees; in exposing state violation of human rights and proding social services. Yet in doing all these activities, NGO's have either been chasing donors or tailing governments in doing both. As a result, they have had their visions clouded; their objectives lost focus and have thus tended to concentrate on their survival, i.e. they have become peddlars of "modernism" of developmentalism conceptualised and bequeathed by Western civilization. In essence then, NGO's functions focus on:

- as channels for relief and charity and civilization. In essence then, NGO's functions focus on:
- as channels for relief and charity and
- as channels for development based on mainstream growth models NGO's like African governments were ineffective because of being heavily tied to conditions imposed on them by external donors. Prof. Edward put forward a number of proposals ranging freeing dependence on external resources; dismantling recolonization to mobilization of resources from local resources. The paper proposed a number of suggestions;

- that Africans at grassroots must resist being co-opted in a system which is exploitative and unjust;

- that grassroots people must create their own parallel; institutions so that they are not absorbed by formal market system;

- the need to encourage animator and facilitators to encourage people develop self-confidence in solving their own problems; and

- that building self-confidence means producing our own knowledge.

In concluding the presentation, a six tier structure of grassroot development was proposed involving the creation of associations at grassroots level, voluntary development organizations, facilitation association national networks; a forum for African development associations and an African Council of elder for popular participatory development.

In the light of the foregoing, the Assembly felt that time had come to look for a new definition of NGO's and to this effect, a recommendation was made that such a definition should be made available at the next Assembly.

The presentation was followed by three workshops on:

- Participatory democracy under repression: Lessons from mass democratic movement of South Africa;

- Participator research for empowerment; and

- Challenges of building African NGO's institutional capabilities lessons from Liberia.

X. UPENDO DAY

The cultural dimension of the Conference was given enormous visibility with the UPENDO DAY programme which was meant to protray African culture and heritage and to devote the day to understanding, love, sharing and fellowship among delegates and the host population. The ceremony which took place in the Quatre Bornes Municipality was opened with the pouring of the libation by Mr. J.D. Thompson and delegate from the Anglophone West African subregion, who interpreted the various stages of the libation ceremony to other delegates who crowded, rounded to watch every detail of the performance. After invoking the spirit of the ancestors, Mr. Thompson called on delegates to break the Kolanut which was a multi-purpose nut common in certain parts of the continent and to share it as evidence of love, friendship and unit.

The Mayor of Quatre Bornes spoke on the occasion and expressed delight at the General Assembly's choice of his municipality as the venue for a celebration of UPENDO DAY.

The Regional Co-ordinator, Ms. Grace Buluma, later addressed the delegates and well-wishers who had converged on the forecourt of the Quatre Bornes Municipality Hall.

The post-libation speeches were followed by a special lecture presented by Mr. Batilloi Warritay on the topic "Africa's Heritage and Culture: Faltering Steps or Assumed Pace?" The speaker mentioned the common elements in the African cultures such as respect for leaders, the paramount nature of the community and religion and the role of women. But inspite of the rich store of our cultural repertoire, the African especially the educated, is still trapped in foreign cultural prisons.

Mr. Warritay advocates for a struggle to maintain cultural integrity so that inspite of technological and scientific developments, the old and the new can blend harmoniously without "provoking dislocations in the "social system". He listed a number of challenges such as clearly articulated cultural and communication policies and creation of necessary alliance with NGO's to assist government efforts.

At the end of the lecture there was a short play entitled "The Bucket" which was directed by Mr. Warritay and performed by delegates who mimed a commonplace incident concerning the fetching of water from a public standpipe.

During lunch break, delegates were treated to traditional Mauritian food and in the evening dinner prepared by delegates (mainly women) was a continental affair.

XI. CONFERENCE OUTCOME

The major outcome of the Conference was the adoption by the Assembly of a Declaration on Non-Formal Education, Literacy and Adult Education which is the focus of this report. The Declaration enshrines the launching of the International Literacy Year (ILY) Decade as well as the Second Three-Year Programme (1990-92) on literacy and adult education in Africa. The Declaration provides guidelines for collaboration and action in non-formal education and literacy programmes.

The rest of this report is therefore the Declaration.

DECLARATION OF THE SECOND REGIONAL CONFERENCE ON LITERACY PROGRAMMES AND ADULT EDUCATION

We the delegates, attending the second Regional Conference on Non-formal Education and Literacy Programmes and adult education sitting as the General Assembly at the Mahatma Gandhi Institute, Mauritius, do in our collective and individual capacities DECLARE:

1.0 IN GENERAL

1.1 **THAT** we are united in our belief that Literacy and adult education programmes must enable us to:

- **recognise** the environment around us;
- **identify** the problems of our time, and participate actively in their resolution, and
- **create** and struggle for a truly democratic economic, political, cultural and ethical social system.

1.2 **THAT** we rededicate ourselves to fully contribute to the achievement of this noble objective in our day-to-day activities as producers, users and disseminators of knowledge;

1.3 **THAT** we shall continue to lay emphasis and encourage reliance on indicators of development which focus on the impact socio-economic policies and action have on human beings rather than those which focus on formal and often abstract economic indicators; and

1.4 **THAT** we shall endeavour to develop a definition/concept of grassroots that faithfully reflects the concrete conditions of the working people in their daily activities.

2.0 IN RELATION TO THE EDUCATION FOR ALL INITIATIVE

2.1 **THAT** though positive in its aims, it is a very broad and universal framework which fails to take specific account of the prevailing socio-economic conditions and which must, therefore, be re-examined and reorganised to provide a useful philosophy and guideline for action for the achievement of the ideal of education for all;

2.2 **THAT** education for all is an individual right and a public duty;

2.3 **THAT** we, through the AALAE Secretariat, shall establish a Task Force on Education for All whose broad functions shall be to:

2.3.1 examine the World Declaration on Education for All and Framework for Action and all the preceding recommendations, suggestions, declarations, and resolutions, and extract from these those ideas most relevant to our situation and which could be implemented;

2.3.2 identify those which have been, are being or are not being implemented, and the reasons for failure to implement;

2.3.3 identify practicable strategies and plans for influencing our governments to develop policies and carry out programmes aimed at achieving the ideal of education for all; and

2.3.4 identify the areas in, and the strategies through, which we can act at the regional, subregional, national and local levels to achieve the ideal of education for all;

2.4 **THAT** we shall in our different areas of work individually and collectively carry out activities which promote the achievement of the ideal of education for all;

2.5 **THAT** in doing this, we shall endeavour to use local human and other resources as much as the conditions permit; and

2.6 **THAT** we hereby adopt the document entitled "Education for All: Issues and Guidelines for Action", and urge all (Annex I) literacy and adult education activities to make full use of it as appropriate in their different contents of operation

3.0 IN RELATION TO THE TECHNICAL ASSISTANCE PROJECT

3.1 **THAT** through the experience gained so far from the operation of the project, it is a useful one and should be made into a permanent AALAE programme applicable to the whole region;

3.2 **THAT** the project must:

- connect the participating association to its members at the grassroots level, and to other relevant associations;
- strengthen horizontal grassroots linkages and
- contribute concretely to grassroots activities which promote democratic participation and the economic well-being of the members; and

3.3 **THAT** the project must not create dependency, but develop self-reliance and enable the participating association to sustain itself and serve its members effectively.

4.0 IN RELATION TO THE AFRICAN LITERACY CENTRE

4.1 **THAT** in view of the reality of the problems giving rise to the recommendation for an African Literacy Centre, we urge the Secretariat to:

- further examine the objectives to be achieved by the Centre, especially as relates to the needs of the grassroots;
- look into other possible alternative solutions to the problems;
- further consult with members with a view to determining the best strategy; and
- work out the concrete details of the accepted strategy.

4.2 **THAT** in the event that it is agreed to establish a Centre as the best strategy we:

- in collaboration with the Organization of African Unity (OAU) shall seriously consider the offer by the Government of the Republic of Niger to set up the Centre in that country.
- shall ensure that, in keeping with AALAE's current programme, the Centre caters mainly for the interests of the grassroot clientele;
- shall endeavour to establish and or strengthen local Centres at the national level;
- shall ensure that the activities of the Literacy network those of the centre are clearly defined;
- in setting up the Board of Directors of the Centre, shall consider the geographic and linguistic diversities of AALAE's membership:
- shall endeavour to create concrete and effective links between the TAP project and the centre.

5.0 IN RELATION TO LITERACY

5.1 **THAT** during the International Literacy Year (ILY) and Decade we should endeavour to sensitise Governments through the OAU about the crucial role of literacy in development;

5.2 **THAT** we encourage through various meetings, publications and other means a sharing of experience between organisers and beneficiaries of literacy programmes;

5.3 **THAT** we shall focus centrally on women during the International Literacy Year in view of their lack of access to literacy programmes;

5.4 **THAT** during the Literacy Decade we shall encourage African Governments to make substantial financial and material assistance to NGO's and others engaged in literacy promotion;

5.5 **THAT** the National Associations and other literacy providers linked to AALAE be encouraged to form learners associations both to advertise the impact of literacy and to serve as a meeting ground for learners and to enable them play a more participatory role in determining policies and programmes;

5.6 **THAT** we provide the AALAE Literacy network with the necessary support for the effective execution of its tasks;

5.7 **THAT** we initiate and reinforce the links between Formal and Non-formal Education in the sphere of literacy;

5.8 **THAT** we undertake research into the historical and current causes of illiteracy so as to provide a relevant information base for eliminating illiteracy;

5.9 THAT in order to maintain our achievements in literacy we develop post-literacy programmes in collaboration with members, in the areas of materials production, training and related areas.

6.0 IN RELATION TO THE LUSOPHONE PROGRAMME

6.1 **THAT** our activities in this subregion must focus on building and strengthening institutional capacity to undertake flexible adult education programmes, create a forum for adult educators to share experiences and to allow more involvement of this subregion into the adult education movement in Africa;

6.2 **THAT** Angola and Mozambique should be part of the Southern Africa subregion to ensure a realistic insertion of these countries in the surrounding community of countries with which they share the same socio-cultural realities and economic development aspirations in the context of the Southern Africa Development Co-ordination Conference (SADDC);

6.3 **THAT** efforts be made for using Portuguese in conferences to ensure that more people from the lusophone countries can participate;

6.4 **THAT** we adopt the report of the proceedings of the Lusophone Programming Conference (Annex II).

7.0 IN RELATION TO NETWORKS

7.1 **THAT** we shall endeavour to make Networks more participatory and more responsive to the needs of the grassroots;

7.2 **THAT** we shall encourage exchange of resources and collaboration among the different networks;

7.3 **THAT** we mandate the AALAE Secretariat to look into ways of remunerating consultancy services (in the form of honorarium) by members of networks, including the coordinators;

7.4 **THAT** in order to make network coordinators more accountable and to encourage flow of information within the network, the coordinators shall give a report of the network activities to all the members and to the Secretariat as regularly as possible

7.5 **THAT** we should endeavour to establish collaboration between Networks and National Associations, and to create direct links with national networks;

7.6 **THAT** networks coordinators be elected by the members of the network and that the initial coordinator appointed by the Executive Council should be temporary for purposes of facilitating the initial linking;

7.7 **THAT** we should strengthen the Envrionmental Education Network by working out the modalities for electing a Network Coordinator and for planning the network's activities for 1991 and 1992 by March 1991;

7.8 **THAT** the Artist in Development Network should open up to forms of art other than graphic art and should look into ways of incorporating popular theatre and oral tradition.

7.9 **THAT** the Women in Adult Education and Development Network should:

- get organised as a matter of priority and establish guidelines on marketing of women's products, training of personnel and development and appropriate transfer of technology;
- find ways of raising local resources and identify and put in process a mechanism for fighting and eliminating the barriers to women's access to credit;
- identify institutions that give credit in our various countries and avail the information the women or women's groups needing it;

- establish strategies for fighting against all forms of discrimination against women in the legal, educational, cultural and other fields;
- organise training for trainers at grassroots level in all the areas that have been identified as lacking;
- organise training for women in skills which enable them to engage in more viable economic activities in order to ensure their independence;
- establish strategies for exchange of experiences of grassroots adult educators and learners;
- as a first strategy, publish a newsletter to facilitate a better flow of information and exchange of ideas and experiences; and
- replicate the Needs Assessment Survey (NAS) in those countries which did not participate in the previous survey.

7.10 **THAT** we adopt the report of the proceedings of the Participatory Research and Training Network meeting on the process of strengthening the network.

8.0 IN RELATION TO WOMEN IN GENERAL

8.1 **THAT** we must look into possibilities of promoting gender-sensitive training for educators and in this connection liaise with other organizations which have training in this areas;

8.2 **THAT** in our struggle to overcome the barriers to women's advancement, we must take an integrative approach which highlights the total condition of the women in its economic, political and cultural forms;

8.3 **THAT** while the family as a unit should be taken into account in the struggle for emancipation of women, we must avoid a situation where the family impedes this struggle, and extend it outside the family.

9.0 IN RELATION TO NON-GOVERNMENTAL ORGANIZATION (NGO) CHALLENGES AND COLLABORATION

9.1 **THAT** in order to gain more credibility and to be more efficient NGOs should have realistic and clearly defined goals and policies as well as proper methods and processes of accounting both to their donors and to the members;

9.2 **THAT** while it is useful to seek funds from foreign donors, African NGOs should try as much as possible not to compromise their African character as well as their independence, we urge African NGOs to take seriously the issue of raising local resources, human, financial and material;

9.3 **THAT** the ECA, OAU and other inter-governmental and international organizations and agencies should contribute to make the atmosphere on individual African countries favourable to NGO work since NGOs are basically interested in improving the quality of life of the African peoples;

9.4 **THAT** without comprising their ideals and independence, NGOs should explore areas of cooperation with governments so that their activities are seen more as complementing and supplementing government efforts;

9.5 **THAT** NGOs should as far as possible educate the grassroots about historical and socio-economic contexts of their condition and sensitize them on possible solutions while at the same time the grassroots views on and contributions to, solutions;

9.6 **THAT** NGOs in general and AALAE in particular should research into the operations of NGOs, VDOs and VDAS in the reality of the African context with a view to providing a working definition of the term NGO and a framework for developing grassroots activities and methodologies;

9.7 **THAT** local, subregional, regional and international organisations and associations or agencies should do everything to their power to assist AALAE in the implementation of its Second Three-Year Programme so as to deepen and consolidate the movement's influence and impact on the promotion of literacy and adult education in Africa.

9.8 **THAT** we should strengthen AALAE's links with the OAU, the United Nations and its agencies like UNESCO, and ECA as well as with other international organizations.

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meant for the use of all levels of the AALAE membership, everyone picking whatever is relevant to their levels and areas of action.

The guidelines are in four sections as follows:

Needs and Principles

Partnership and Cooperation

Resources - Human and Material

Leadership

In each section the first sub-section lists general issues. No details have been added to these as they apply differently in different countries and should be expanded upon in the concrete context of each couantry. The second sub-section highlights what is seen as priority concerns to which all those involved in the education and development efforts are invited to pay particular attention. The third sub-section gives some recommendations for action at the different levels of the AALAE membership as appropriate. For ease of reference, the paragraphs of this document have been given a continuous serial numbering running through from the beginning to the end.

SECTION 1: NEEDS AND PRINCIPLES

1.1 GENERAL . ISSUES

1 General state of underdevelopment

2 Financial and economic constraints

3 Aid with strings attached

4 Lack of accountability of governments to the people

5 Number and quality of teachers

6 Teachers' living and working conditions

7 A combination of these factors makes it impossible to provide education to all school-age children or all adults who need it.

8 Those factors also militate against the quality of education so that the education provided in the school or in the adult education centre is not properly linked to life: the idea of certificates dominates while emphasis should be on self-employment and productivity

1.2 PRIORITY CONCERNS

9 The recommendations from Jomtien are very general and of little use, being no more than a global framework. It is more important to look at the realities and concerns of each country, with particular focus on:

- commitment and accountability by governments,
- financial and economic problems,
- relevance of education to work,
- important role of trainers and educators.

1.3 RECOMMENDATIONS FOR ACTION

10 It is desirable that the World Declaration on Education for All because its objective is apparently the same as ours, that is, the provision of education for all. In the context of AALAE it should be remembered that it is the members (associations, institutions, individuals) who should take action, monitor the implementation and give feedback to each other and to the AALAE Secretariat.

11 Since the struggle for independence mobilised all levels of the population, it is recommended that the same approach be used in the educators to practise the type of education which goes beyond more technical aspects, and creates awareness of the wider issues, and so educates the whole person.

12 AALAE membership should work to sensitize decision-makers and others involved in education to the prevailing situation of the education system, with its positive and negative aspects, and convince them to evolve an educational policy that will take into account the socio-economic realities to each country and particularly the need for making education relevant to work. Such education should enable people to be masters of their own affairs and destiny.

13 Educators at the grassroots should practise liberating education through use of participatory methods which characterise indigenous forms of education. They should try to extend the use of these methods to other levels. Through exchange of experiences, they should bring out other alternatives.

SECTION 2: PARTNERSHIP AND COOPERATION

2.1 GENERAL ISSUES

14 Unfavourable terms of trade

15 Lack of clear vision which leads, for example, to some leaders being argent followers of the International Monetary Fund (IMF and World Bank against the interests of their people.

16 Undemocratic policies and practises

17 Corruption and mismanagement in the use of resources

18 Lack of adequate information about the foreign partners

19 Lack of mutual trust

20 Lack of honesty in dealings between partners (partnerships are often entered into with hidden agendas)

2.2 PRIORITY CONCERNS

21 It is important for those in the South to be aware that it is the Northern organisations that benefits most from North-South partnerships. For greater mutual benefit it is necessary to emphasize partnerships based on equality and a shared vision of development.

22 Before entering into partnership agreements African organisations need to:

(a) study and understand the nature and operations of the proposed partner organisations.

(b) analyse the conditions pertaining to the proposed agreements in the light of their socio-economic conditions and their other interests.

23 NGOs in the South need to work hard to change the conditions in some countries where local NGOs are constrained by stiff regulations which favour Northern NGOs.

2.3 RECOMMENDATIONS FOR ACTION

24 AALAE membership should strive at all levels to create awareness on issues of cooperation and partnership.

2.3 RECOMMENDATIONS FOR ACTION

24 AALAE membership should strive at all levels to create awareness on issues of cooperation and partnership. This can be done through seminars by national associations and by individuals in their educational activities at other levels.

25 Adult educators should do research on cooperation and loan agreements and disseminate the research findings to all the people concerned. Such research findings will provide useful empirical data to be used in improving cooperation and partnership.

26 African Organizations should identify genuine and trustworthy Northern organizations and strengthen relationships with these through constant dialogue and cooperation based on equality and a shared vision of development.

27 African NGOs should organize regular fora to share experiences on cooperation and partnerships, for example through seminars and conferences. On critical issues, special fora should be organised to share ideas on strategic action as and when the need arises.

28 African organizations should make use of expertise available among African organizations or other organizations in the South before looking elsewhere.

SECTION 3: RESOURCES - HUMAN AND MATERIAL

3.1 GENERAL ISSUES

29 Wrong priorities in the use of resources by some governments.

30 Lack of accountability by some governments leading to unquestioned mismanagement of resources.

31 Dependency on resources from the North.

32 The use of imported technologies which in the majority of cases are inappropriate and sustain dependency.

33 External borrowing to finance basic education.

34 Aid packages which include foreign personnel.

35 Misuse and under-utilization of many qualified local personnel.

36 Tendency to look down on locally trained personnel and favour those trained outside.

3.2 PRIORITY CONCERNS

37 Basic education for all should not depend on foreign funding but on resources that can be raised locally.

38 Education should be the responsibility of everybody and everyone should contribute in whatever manner they can.

39 Great emphasis should be put on developing capacity at the local level.

3.3 RECOMMENDATIONS FOR ACTION

40 AALAE membership work to sensitize governments to the need to channel more resources to education by transferring them from other expenditures, such as that on debt servicing and armaments.

41 African NGOs should devise ways of obtaining resources for their activities mainly from local sources, including government, before looking for assistance from outside.

42 AALAE membership should educate people who have the resources in our countries to contribute more to education and general development.

43 Loans, grants and donations should be accepted only when it is clear that they have no disadvantageous strings attached and that they will be for the net benefit of the receiving organization and country.

SECTION 4: LEADERSHIP

4.1 GENERAL ISSUES

44 Marginalisation of NGOs in decision making due in part to the fact that some NGOs have nothing to offer.

45 Democratisation of the decision making-process and accountability of NGO leadership to the people.

46 Lack of information: many African NGOs lack information which is crucial to their decision-making and operations.

47 Lack of progressive leadership, that is, leadership with the right orientation to identify and address critical issues, and to build leadership capacities from the rank and file for smooth, regular leadership succession.

48 The Political environment which is, in many countries, hostile to the development of progressive leadership.

4.2 PRIORITY CONCERNS

49 Development of strong, capable and visionary leadership at all levels, namely:

Leadership with a borad view of the world;

Leadership with a focus on concrete local conditions;

Leadership which is articulate, visionary, forward-looking and conceptually sound;

Leadership which is honest;

Leadership which allows others to be and to grow;

Leadership which is not frightened by change

50 Popular participation at all levels and specifically for the implementation of the Jomtien Framework for Action.

51 Relevant and useful research that would lead to development action.

52 The use of people's technologies

53 The programme on building leadership capacities and the Management Development Training (MDT) programme of AALAE should be continued as one of the strategies to develop progressive leadership. The content of the MDT should include an analysis of critical economic, political and social issues of importance to NGOs.

54 National associations should all re-examine themselves with a view to democratizing their management structures;

55 Where there are two or more national associations in the same country, they should seriously consider pooling their resources and harmonizing their programmes, having regard to cost-effectiveness.

56 AALAE should not be reactive all the time: the organization and the leadership should be positive and face certain issues squarely and situations which present a fait accompli, pragmatically.

57 AALAE should set up a task force to study the declaration on Education for All, the Framework for Action and other related documents, with a view to planning strategies to influence the implementation process

REPORT OF THE PROCEEDINGS OF LUSOPHONE PROGRAMMING CONFERENCE

I. INTRODUCTION

The Lusophone subregion held its first programming conference from the 30th to the 31st October 1990, in Mountview Hotel, in the Quatre Bornes Municipality, Mauritius. Two delegates from Angola and four from Mozambique participated.

Carlos Fumo chaired the meeting in this capacity as the AALAE's Vice-Chairman for the Lusophone subregion. In the opening session, the lusophone were honoured by the presence of AALAE's Chairman and the Secretary General Dr. Anthony Set'sabi and Mr. Paul Wangoola respectively.

The meeting had the following agenda:

(1) General introduction by AALAE Officials

(2) Background information on the adult education experiences in each country

(3) Initiatives for building NGO's for adult education in each country

(4) Country and subregion's new needs in adult education

(5) Reorganization and functioning of the subregion

(6) Proposals of concrete actions for the next AALAE three year programme

(7) General recommendations

II. THE PROCESS

1. GENERAL INTRODUCTION

Opening informally the meeting, Dr. Anthony Set'sabi, the Chairman of AALAE, welcomed the participants from Angola and Mozambique to the Programming Conference as well as to the General Assembly proceedings.

The Secretary General of AALAE, Mr. Paul Wangoola set up the general guidelines upon which the programming exercise should be based. He stressed the need of developing a comprehensive and realistic programme which can help to strengthen the internal local-level action in each country and in the subregion, in a manner that allows a wider involvement of this sub-region in the African adult education movement. He also emphasized the need for a long and broad term respective in the programming aprocess. The Secretary general recoammended that the objectives and the activities to be planned must be limited but strategic to form a basis for doing more in future. He urged each participant to think Angolan or Mozambican but above all to think African.

2. BACKGROUND INFORMATION ON ADULT EDUCATION EXPERIENCES IN EACH COUNTRY

Adult literacy and adult education activities in the two countries started early in the 60's, the period of the national liberation struggles, where the need of educating the freedom fighters was felt as part of the liberation struggle.

In independent Angola, literacy and adult education activities started officially in November 1976. Three years later, that is in 1980, Adult litearcy became the responsibility of the party while post literacy and adult education remained under the Government responsibility.

The setting up of literacy activities, was by phases and it involved successive 6-8 months massive campaigns. The implementation is carried out through the workers Trade Union, Women and Youth's Organizations, etc. All of those work under the coordination of the Angolan National Centre for Literacy. The first two literacy phases are intended to equip an adult with reading, writing and numeracy skills in Portuguese. Post-Literacy and adult education activities follow the same organizational framework as literacy and they are under the responsibility of the National Directorate of Adult Education in the Angolan Ministry of Education.

Sixteen campaigns have been carried out from 1976 to 1989 and as a result, 1.200.600 people were made literate.

Due to limitation in terms of human and material resources, only 10 to 13% of the newly literate people are able to join further post literacy activities.

Since 1988 there is an experimental pilot programme of literacy in mother tongues comprising 6 major languages, and evaluation exercise is ongoing for future generalization of the use of these languages. Also, activities of training and material production are presently being carried out with a view of introducing the use of mother tongues in post literacy.

In Mozambique, in the post independence period, two different phases can be identified, as follows:

> 1978 to 1983 was the phase characterized by the successive launching of mass literacy campaigns in which literacy was conceived as a political action. From 1983, a new National

Education System was introduced comprising five subsystems, namely:

General Education Sub-system

Adult Education Sub-system

Technical-professional Education Sub-system

Teacher Training Sub-system

Higher Education Sub-system

From this phase and as part of the National System, adule education became a formal schooling system for adults, whereby emphasis was put on the learning of reading, writing and numeracy, without any link with the needs of the target population.

Despite the political independence in 1975, the country has never experienced a peaceful situation. From 1980, the destabilization and terrorist actions were intensified, aggravating the economic crisis and the social instability.

As the rate of illiteracy was gradually decreasing in the organized production sectors and in the urban areas in general, more emphasis was being put on the rural and semi-rural areas where the majority of the illiterates live. However, because of the present difficult situation in the country, learning to read and write is not an immediate need of the population. The literacy programme is unlikely to succeed for the following reasons:

The war creates a situation of instability and massive dislocation of the population. Everyone looks for more peaceful areas inside and outside the country.

The people are more concerned about the survival problems emerging from the war situation (hunger, lack of clothing, etc.).

The lack of a literacy environment (there is no written materials).

The use of Portugues as the literacy language in an environment where it is not used as the language for communication.

For the above mentioned reasons there is already a concern in Mozambique to introduce and develop new non-formal adult education strategies. In particular in a form of community education that does not necessarily mean learning to read and write, but addresses the immediate needs of the people. This could create a motivating atmosphere for literacy in latter phases of socio-economic rehabilitation and development.

From the Experiences of the two countries (Angola and Mozambique) two common features can be highlighted.

The two governments show strong comment in promoting adult literacy activities for non literate people in their respective countries.

The Socio-economic crisis and the war which creates instability and massive displacement of the population and hampers the fulfilment of the two governments's will.

Balancing this two factors, they happen to suggest new forms of conception and organization of adult education activities in a way that they can address the actual felt needs.

3. INITIATIVES FOR BUILDING NGO'S IN ADULT EDUCATION

The adult education activities in the two countries were not carried out in isolation over the past years. Efforts have been made to ensure articulation and exchange of experineces among the Lusophone countries. Fortunately, the AALAE initiatives in these countries enhanced further collaborative efforts and created a basis for the involvement in Africa.

In Angola, the need for creating an NGO for adult education is evident. Religious bodies as well as other social and community organizations are called upon to play a more significant role in the development of education particularly adult education.

In Mozambique, from the middle of 1990 initiatives of setting up a national association of adult education are underway. Two nucleus were established, one in the South and another in the North, whose major activities are as follows:

Dissemination of information about the movement.

Membership drive

Production of a draft constitution and a programme of action

Production of a newsletter

Fund raising

Production of workshops and seminars.

In the process of creating the association and attention is being paid to ensuring the need for setting-up an organization which is rooted into ongoing community activities at the grassroots.

4. COUNTRY AND SUBREGION'S NEW NEEDS IN ADULT EDUCATION

The new areas of needs in each country are as follows:

In Angola monitoring and evaluating the ongoing literacy programme.

Adjustment of the strategies, curriculum, programmes and primers, to ensure quality of the results.

Introduction of the use of mother tongues in both literacy and post-literacy programmes

Ensuing universal primary education of six classes

Developing special programmes for youths and adolescents

Training of trainers

In Mozambique:

Setting up of a national adult education association

Sharing of experiences

Communication and information.

Development of programmes for special groups such as women, youth, handicapped etc.

Development of programmes for specific objectives, interests and needs, such as peace education, education in mother tongues, environmental education, workers education, etc.

5. REORGANIZATION AND FUNCTIONING OF THE SUBREGIONS

Despite the common historical and linguistic background among the Lusophone countries, the present political and socio-economic realities are slightly different. Mozambique and Angola are facing the same crucial reality: the war and its consequent social and economic crisis, in one hand. On the other hand in their endeavour for social and economic development, these two countries are part of the development efforts and aspirations of the southern African countries through SADCC. Furthermore, the geophysical location of the Lusophone countries suggests itself a new way of organization and functioning that can ensure a reaslistic insertion in the surrounding community of countries which share the same socio-cultural realities.

Taking into account that adult education has to be well grounded in and contribute to the socio-cultural development efforts. There is a need to reorganize the functioning of the subregion whereby Angola and Mozambique would be of the Southern Africa Subregion, whereas S. Tome and Principle, Guine Bissau and Cape Verde would be part of their geographical subregions.

However, specfic activities have to be programmed aiming at perserving the historical and cultural heritage which unites these countries. These activities could be training activities, sharing of experiences, dissemination of information, use of Portuguese language in AALAE meetings to ensure more participation, etc.

6. PLAN OF ACTION

The plan of action was based on:

The results of the NAS carried on in 1988.

The need to select few strategic actions that once accomplished they would create a basis for moving to more and complex ones in the later phases.

The plan of action is presented in a separate doucment. It includes needs identified, activities, objectives, place, dates, participants, internal resources, external resources and budget estimates.

7. GENERAL RECOMMENDATION

(a) To allow that more people from the lusophone countires can participate in the AALAE activities, efforts have to be carried on for using portuguese in the conferences.

(b) More documents on the experiences of adult education and research findings have to be circulated among the lusophone countries.

(c) AALAE officials have to visit more frequently the lusophone countries to help create awareness on the adult education movement in Africa.

(d) Opportunities should be created for lusophone adult education to undergo language training (English/French).

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